

GOVERNMENT OF THE
CENTRAL PROVINCES AND BERAR



REPORT
OF THE
PHYSICAL UPLIFT COMMITTEE
CENTRAL PROVINCES AND BERAR

नमो भगवते वासुदेवाय

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REPORT OF THE PHYSICAL UPLIFT COMMITTEE, C. P. & BERAR

SECTION I.—HISTORICAL SURVEY

CHAPTER I.—INTRODUCTORY

Constitution of the Committee.—A committee consisting of the following members was appointed by order of His Excellency the Governor of the Central Provinces and Berar contained in the memorandum of the Secretary, Education Department, No. 1513, dated the 20th November 1937, to consider the question of Physical Uplift in this Province so that a well thought out plan may be placed before the next meeting of the Education Standing Committee :—

(1) Thakur Chhedilal, Bar.-at-Law, M.L.A.—*Chairman*.

(2) Dr. V. S. Jha, B.A., Ph.D., Inspector of Schools, Chhattisgarh Circle, Raipur.

(3) Dr. L. J. Kokardekar, D.P.E. (Berlin), Director of Physical Education, Nagpur University—*Secretary*.

Terms of Reference.—The following were the terms of reference on which the committee was asked to report :—

(1) To consider the advisability of a Central Agency within the Education Department for organizing and co-ordinating all the various activities leading to the physical welfare of the student population of this Province.

(2) To review the existing facilities and arrangements in respect of Physical Education.

(3) To consider ways and means to assist the local bodies in organizing Physical Training Schemes in their respective schools.

(4) To consider the feasibility of an organization of School Medical Service.

(5) To consider whether it would be necessary to simplify the existing syllabus of Physical Training for various grades of schools, so that the enforcement of compulsory Physical Education for all the standards may be possible with ease and without much cost.

(6) To consider the advisability of undertaking publication of literature conducive to Physical Training and Welfare Activities and to encourage good health.

(7) To consider the possibility of constituting and awarding Physical Efficiency badges for boys of various standards, as is done in Western Countries.

(8) To consider the advisability of starting refresher courses in Physical Training with a view to increasing the supply of and refreshing the trained Physical Instructors.

(9) To consider the possibility of conducting examinations for Physical Training Instructors for primary schools and secondary schools and lay down the conditions for such examination.

(10) To consider the advisability of recommending such legislative measures as may be thought necessary for the purpose of making Physical Education compulsory for all students of various grades and for the smooth running of the whole scheme of physical welfare for students.

(11) To consider the advisability of recommending such other steps as may be found necessary to explore the ground with a view to combining the Scout, Junior Red Cross and such other allied activities carried on in schools, into a general activity calculated to instil a sense of *esprit de corps* in the younger generation.

Procedure.—The first meeting of the committee was held at Bilaspur under the chairmanship of Thakur Chhedilal, Bar.-at-Law, M.L.A., on the 29th and 30th of November 1937. The following were present on both the days :—

- (1) Thakur Chhedilal, Bar.-at-Law, M.L.A.—*Chairman*.
- (2) Dr. V. S. Jha, B.A., Ph.D., Inspector of Schools, Chhattisgarh Circle, Raipur.
- (3) Dr. L. J. Kokardekar, D. P. E. (Barlin), Director of Physical Education, Nagpur University—*Secretary*.

In the meeting we decided the principles and the general plan of the report. The second meeting was held at Raipur on the 20th and 21st December 1937 to discuss the draft of the report. The following chapters contain the unanimous report of the committee.

CHAPTER II.—HISTORY OF PHYSICAL EDUCATION IN THE CENTRAL PROVINCES AND BERAR

Physical Education of some kind has been imparted in schools ever since the Province was formed and educational activities introduced. The history of Physical Education in schools is full of interest. It may be divided into the following periods :—

I.—PERIOD PRIOR TO THE FORMATION OF THE PROVINCE

Educational activities commenced in this Province long before the Province was formed in 1861. The political life of the Province before its formation, however, was hardly congenial for any serious educational effort. The unsettled conditions of life, the internecine strife of the Central India Chiefs, the raids of Pindaries and the campaign of General Lake had reduced the Province to such a state that, as indicated in Sir John Malcolm's "Memoir", "the bare preservation of life and property provided an interest exclusive of all others". Some indigenous schools existed in 1817, and from then till 1856 Government did nothing besides starting two schools of which neither was successful and one had to be closed down in 1841 "owing to the entire want of discipline among the pupils and of their total ignorance of the

subjects they were supposed to be learning". In 1827 one Captain Paton started schools in various parts of Saugor paying Rs. 100 a month out of his pocket to which Government added an equal sum by way of grant. The method as well as curriculum of instruction in the schools were extremely crude, and physical training as an essential aspect of education could not even be thought of at that stage. The first Inspector of Schools of the Chhattisgarh Circle provides a vivid picture of the school at the time of the formation of the Province. He records that the school consisted of "four or five boys of one caste gathered round a decrepit old man, who can scarcely read himself, and learning the letters of the alphabet—a school in which the scholar, passing from the alphabet to transcribed passages from the Shastras or Koran, spells out a few pages, which, daily reiterated, become part and parcel of his memory; and a sing-song proficiency, which, together with such amount of cyphering knowledge as may suffice for the transactions of a village bazar, lifts him to a level with his teachers, and puts the finishing stroke to his education". A well devised scheme of Physical Education would surely be out of place in such a school.

II.—PERIOD IMMEDIATELY FOLLOWING THE FORMATION OF THE PROVINCE 1861—1896: GYMNASTICS ON HORIZONTAL AND PARALLEL BARS

In 1861 the Central Provinces were formed, and, in the following year, the Department of Public Instruction was constituted. The Department commenced with 210 indigenous schools, with one Captain Dods as the Director of Public Instruction. In the initial stages the problem was one of organization and expansion of elementary education. The Department of Education was manned by military officers and they showed keen interest in Physical Education. Their natural interest favoured body-building exercises, and records indicate that they insisted on gymnastics on horizontal and parallel bars in all schools for boys. The system of exercises, however, did not find much favour in schools; and an old report states, "The apparatus was constantly decaying and getting out of order; the masters did not know how to teach the exercises; the boys disliked them and used to injure themselves in practice, and the parents looked with suspicion upon this new and apparently dangerous form of instruction". Yet this system of instruction continued to be the only form of Physical Education imparted in the schools until 1896.

III.—REFORMS OF 1897: DRILL AND "DESHI KASRAT"

In the initial stages of educational activity the outstanding difficulty for the pioneers appears to have been the need of introducing discipline in the school. The untamed little mites required to be well disciplined, and the school could not function efficiently unless the pupils acquired the qualities of orderliness, silence, punctuality, prompt obedience to orders, quietness and smartness in moving from class to class in the school, care of books and apparatus, and the like. It is quaint, but true, that the first reform in Physical Education began with the object of introducing order and discipline in schools and to

accustom the pupils to organized school life. In 1896 the Department entrusted to Mr. Ganpat Lal Choube, who died recently at Raipur, the task of working out the details of a curriculum for Physical Education, which will be suited to the genius of the people, and will replace the system of gymnastics on horizontal and parallel bars. The curriculum prepared by Mr. Choube consisted of three main branches—

- (a) Position, turnings and simple evolutions for getting into line, extending, etc.
- (b) Extension motions and (in classes V and VI of middle schools) balance and combined motions.
- (c) "Deshi Kasrat".

The system of "Deshi Kasrat" could be divided into six parts—

- (1) "Nihurs", or turnings with limbs in various positions;
- (2) "Baithaks" or squatting and rising in various ways;
- (3) "Dands" or lowering and raising the body on hands and feet;
- (4) "Chals" or walking;
- (5) "Dauris" or running in difficult ways; and
- (6) "Kulants" which included acrobatic feats and somersaults.

The scheme of Physical Education was hailed with delight. The exercises at once aroused keen interest and offered a welcome relief from gymnastics on horizontal and parallel bars, which frightened rather than attracted pupils. A wave of enthusiasm for Physical Education appears to have swept over the Province in the years following the introduction of the new scheme in 1897. Mr. Sharp (later on Sir Henry Sharp) reported, "The interest of masters and boys are centered on 'Deshi Kasrat' a series of indigenous exercises. It is not too much to say that these exercises are in every way admirable; they are popular, because they form a part of the genius of the country; far more amusing and picturesque than any similar English system; harmless, because the body is trained by a carefully graded series for the really difficult feats; and strengthening because the 'dands' have not only been for centuries the recognized practice by which Indian wrestlers retain their muscular power, but would appear to have suggested some of the exercises highly recommended by Sandow".

The new system of Physical Education did awaken popular interest. Some of the old schools adopted colourful and distinctive uniforms. The exercises tended to become attractive aspects of the village life. An old report records, "At annual gatherings, such as sacred fairs, etc., teams from various schools met together and competed in 'Deshi Kasrat' and other sports. Subscriptions were raised and prizes awarded to the best athletes and teams. These contests were a characteristic feature of the local celebrations held in honour of the Coronation Darbar (Queen Victoria's Coronation)." Popularity of the new system spread beyond the boundaries of the Province. Governments of Assam, the Punjab and United Provinces sent their physical

instructors to study the new system in the chief centre of new physical education; the Training Institution at Jubbulpore. A Physical Training Instructor from the Training Institution, Jubbulpore, was deputed to the Punjab to introduce the new scheme in schools in that Province. Other Provincial Governments also felt keenly interested in the Central Provinces innovation.

The local administrator and teacher, however, counted the gains of the new system in terms of school discipline. An old record gives a vivid picture of the effect of drilling on the class, and will bear reproduction. It states—"Quietness and smartness in the moving of classes about the room, changing formation when an oral lesson ceases and written work begins, etc., are best secured by the appointment of class-captains, who are distinguished by badges. When they do sums or write dictation, they squat upon matting laid on the floor, in a long line, one behind the other, distance being taken by each boy placing his finger-tip between the shoulder-blades of the boy in front, and then extending the arm full-length. As soon as a boy has finished his sum, he lays his slate face downwards, takes his book, quietly stands up and begins to study his lesson. All words of command are given by class-captains in English; this is an old tradition, and the effect is a trifle ludicrous, especially that of the "Right hand salute by numbers, one, two, three," followed by a "military salute".

This is indeed a perfect picture; and the Department proudly contended that "a well drilled school is invariably a well disciplined school". This attitude was indeed necessary to meet the immediate problem of school management and to train the pupils in the habits of organized life necessary for efficient functioning of the school. And there can be little doubt that the drill and the new scheme of exercises did serve the desired end efficiently and prevented, to a large extent, resort, not uncommon, to violent corporal punishment. One may even conclude that the effect of drill in the class room was perhaps more far reaching than was anticipated or desired. It tended to subordinate natural expression of the individual pupil to the commands for orderliness, silence and correct behaviour, and rendered the atmosphere rigid and formal. There is again little doubt that the attitude dwarfed and limited the outlook on physical education and side-tracked attention from issues of wider import to a less important one of class management.

IV.—THE GREAT WAR AND ITS INFLUENCE ON THE CONCEPT OF PHYSICAL EDUCATION

The system of education evolved in 1897 continued to be in vogue, with declining interest, till faith in it was completely shaken by the Great War. During the War, people read with awe and admiration the stories that came from the various fronts, stories of vast organized movements, of heroic deeds, of strength and endurance, of admirable scout and red cross organizations and ambulance services. On the conclusion of the War the warriors returned from the fronts and related tales revealing the infinite powers of organized effort and military discipline. This naturally aroused no small distrust of the physical activities in vogue in the schools at the time. People realized

how very little, was the system of Physical Education in the Province capable of producing men, who could discipline and organize themselves in vast organizations for national service; men, who were vigorous and strong, brave and adventurous, cool under heaviest of sufferings, and blinded with a blinding faith in the service for which they were organized and disciplined. People were also immensely impressed with almost complete transformation that took place among a large number of villagers, who were recruited for service during the war-times. They had left their villages, weak ill-fed and ill-clad people; they returned home robust men in uniforms with a more confident outlook on life. The lesson of War had surely awakened the imagination of the people to admiration for training of military character.

The first effect of the changed outlook towards Physical Education was the appointment of ex-army men as drill masters in schools immediately after the War. It was soon revealed that these men were incapable of organizing work in schools. They were men from the lowest ranks of the army, and they had no general education at all. They had no capacity for leadership, and their language savoured too strongly of war-times. The policy of appointing ex-army sepoys as drill masters had soon to be abandoned.

Another, and more fruitful, influence of War on the system of Physical Education was the introduction of "the League of Honour", which, ultimately, was replaced by the Boy Scout Movement. The School Boy League of Honour was established by Mr. R. B. Chapman, I.C.S., in 1918-19. The League was modelled on the principles of Boy Scout Movement. The League did not prosper well and was soon followed by the Boy Scout Movement which was inaugurated in this Province in 1920. Government gave all support necessary to the Scout Movement and in 1920-21 appointed Mr. Ross, Commissioner of Scouts in Aberdeen, to organize the scout movement in the Province. The movement attracted the pupils. The uniform resembled the uniform of soldiers, the drill was smart, hikes refreshing and camps most enjoyable. Scouting activity has since made a fair progress in the Province, and the organizers have revitalised it by introducing village uplift movement as a feature of the regular scout activity.

In addition to the scout activity some of the schools organized Red Cross and Hygiene classes and students were prepared for the examination held by the Red Cross Society. In some places ambulance corps were established. The termination of the War, however, deprived the ambulance movement of its interest, and little in that desirable direction is being done at present.

Another influence of War was the appointment in 1925 by Government of a Physical and Military Committee. The committee made an elaborate report, only two recommendations of which were actually realized. One was the institution of the University Training Corps and the other was the appointment of Mr. Danielson as Superintendent of Physical Training in the Province. Mr. Danielson was entrusted with the task of organizing physical education in schools and preparing courses of physical instruction suitable for various school stages and for

teachers under training in the training institutions of the Province. Mr. Danielson devoted five years to studying the conditions obtaining in the Province and preparing syllabuses for various types of schools. Since the preparations of the syllabuses by Mr. Danielson the Department of Education has been endeavouring to introduce them in schools.

V.—SCIENTIFIC PHYSICAL INSTRUCTION, 1932 :

MR. DANIELSON'S SCHEME

Mr. Danielson's syllabus represents the first effort in the Province towards scientific physical education. The merit of the syllabus prepared by him was that it was designed to serve well defined objectives. It aimed to fit students to life by cultivating sufficient organic vigour necessary for keeping fit, developing physical skill and efficiency in handling the body, developing good posture and correcting physical defects and deformities. Development of taste for physical well-being and the moral aspect of physical training were also embraced by the aims which Mr. Danielson had in view for his scheme of Physical Education. Another merit of the new scheme was that it was graded with the object of suiting it to the physical capacities of pupils at the various stages of instruction.

VI.—PRESENT POSITION

Mr. Danielson's task was completed in 1932 and his syllabuses were published in the following year. As soon as this was done the Department set to itself the task of introducing the new scheme of Physical Education in schools. The task of Government was confronted with two major difficulties. The first handicap was to organize a large number of teachers and physical instructors adequately trained to carry out the new scheme in the spirit in which it was designed. To this end Government appointed a competent staff in the Spence Training College, Jubbulpore, and a Superintendent of Physical Education in Central Provinces Educational Service. In the initial stages separate courses of instruction were conducted in the Spence Training College, Jubbulpore, to prepare physical instructors for anglo-vernacular middle schools. The training of physical instructors for primary schools was a task full of difficulties. Arrangement was gradually made to equip normal schools with qualified physical instructors with a view to training teachers to work out the new scheme of Physical Education. This process was of necessity exceedingly slow. In some circles arrangements were made to train groups of village school teachers in various physical training centres. The position was briefly this. Government was anxious to introduce the new syllabus in primary schools and the Board of High School Education annually reiterated its desire to make Physical Education compulsory for high schools. The lack, however, of adequate number of qualified instructors and teachers of physical training presented a difficulty which was not easy of surmounting. At present the new scheme has been introduced in most of the secondary schools and a large number of primary schools in the Province; it cannot, however, be stated that compulsory physical education on the new lines has been introduced in all schools.

Another difficulty which has restricted Government activity in the direction of supplying adequate number of trained physical instructors and organizing special courses of instruction for the teaching staff of primary schools is the persistent financial stringency which Government had to face ever since the new schemes were prepared.

Progress in the introduction of the new scheme has been slow. The popular mind has, however, been impatient of slow progress. While Government was engaged in preparing the new system of physical instruction, a new school of physical training was organized by the Hanuman *Vyāyāmsālā* of Amraoti. This system was based on the old Indian methods of physical instruction and tempered with the modern scientific concepts borrowed from the West. The *Vyāyāmsālā* prepared a large number of primary school teachers for several local bodies in the Province, and through them introduced their peculiar mode of physical instruction in a large number of primary, vernacular middle and anglo-vernacular middle schools of the Province. Thus at the moment three different systems of physical instruction are found to operate in the vernacular schools of the Province—

- (a) the system of Physical Education designed by Mr. Choubert in 1897,
- (b) the scheme of Physical Education designed by Mr. Danielson in 1932, and
- (c) the scheme designed by the Hanuman *Vyāyāmsālā* of Amraoti.

It is deserving of note that according to the new syllabus for primary schools physical instruction is compulsory for all pupils, boys and girls. According to the old syllabus given in Appendices VII and VIII of the Education Manual, Physical Education was not compulsory for boys, but for girls, drill was compulsory. It was, perhaps, owing to the omission of Physical Education as a compulsory subject for boys from the syllabus prepared, that Physical Education in primary schools was, comparatively speaking, neglected for some time following the revision of courses of studies in 1922. In 1922 Government had appointed a strong committee to overhaul courses of instruction imparted in primary and secondary schools. The Committee favoured compulsory Physical Education in primary schools; Government agreed with the recommendations of the Committee; but for some untraceable reason Physical Education was not adopted as a compulsory subject in the syllabus embodied in Appendices VII and VIII of the Manual. In the new syllabus, however, compulsory physical instruction on the lines of the syllabus prepared by Mr. Danielson is prescribed.

In recent years the Nagpur University instituted a scheme of compulsory physical instruction and medical inspection of the students of the Intermediate classes. The University prepared a separate Ordinance for the purpose, appointed a Board of Physical Welfare to lay down the general policy, and a Director of Physical Education to organize physical activities in the Colleges.

Estimate of achievements.—The review we have just made of Physical Education in this Province reveals the following features :—

(i) While Physical Education of some kind or other has been imparted in the school ever since the formation of the Province, it has been treated as something “plus extra” and not as an integral part of a co-ordinated whole of general education. The physical well-being of the pupils has been regarded as something very desirable, but not indispensable to the main educational effort which has so far been directed, predominatingly, to preparing pupils for the public examinations. It would, however, be unfair to lay the entire blame on the system of education. A system of education will have no *raison d'être* if it does not meet the immediate social demands. A school is but a mirror of the social life. The social demand has not, until very recently, favoured school youths with robust physique; youths handsome, vigorous, smart and clean. The good student has invariably been pictured as an exclusive devotee of book-learning, and care of body on his part has been regarded as unforgivable deviation of attention. Excessive physical energy has not uncommonly been regarded with a certain amount of social disfavour, while the tame, docile, uncouth pigmy and a book-worm has been held up as an idol of a scholar. This factor, a gift of the narrow asceticism, has been responsible in no small degree for checkmating the cultivation of a sense of physical well-being.

(i') While attempts have been made to prepare schemes of Physical Education on comparatively scientific lines, no organized effort, commensurate with the requirements of the Province, has been made to train adequate number of physical instructors and teachers and to introduce the scheme in all schools within a prescribed period of time. This has rendered the position in primary schools rather anomalous, for, as has been pointed out before, three different systems of physical instruction are in vogue.

(iii) The new syllabuses for physical instruction are rather elaborate and not confined to the essentials. They provide little scope for elasticity and variation according to the local conditions. They also require a particular type of trained instructors to work them out.

(iv) There is a certain lack of co-ordination of physical activities prescribed for different stages of education because physical education at different stages is controlled by different agencies. In the primary school the curriculum is prescribed by Government; in the middle and high schools by the Board of High School Education and in the University by the Board of Physical Education. Physical Education in all these stages should be graded and organized as a whole and inspired by a single purpose. Similarly, instruction imparted in physical training to the secondary school teachers is prescribed by the University, while the actual training is imparted by Government in the Spence Training College, Jubbulpore. The course of instruction for primary school teachers in normal schools is prescribed by the Department of Education. Different agencies dealing with Physical

Education are bound to introduce conflict of interests and purposes which renders co-ordination of activities at various stages of instruction, difficult.

(v) Games in schools have provided strong interest to a section of the students. Interest in them has also been stimulated by tournaments. Hockey, cricket, football, tennis, and volleyball are popular in schools and colleges. But the chances of increase of popularity in these games are limited, because they require expensive material. It is doubtful whether these games will ever gain ground in the rural areas and become the normal modes of recreation of the people. For most persons their games terminate with their school or college careers and cease to be a recreation.

CHAPTER III.—PRIVATE ORGANIZATIONS

It may be well to give a brief description of private organizations in this Province which arrange for physical activities and sports for students and others.

1. *Akhadas*.—From times immemorial, some kind of physical exercises were provided in small *akhadas* which are scattered over most of the towns in the Province. The old fashioned *akhadas* were usually conducted under the patronage of some local big man, and the only exercises provided in them were *dand*, *baithak*, wrestling, *malkhamb*, crude type of weight-lifting, mock fights with staffs and old fashioned fencing. The chief interest in the *akhada* centred round its best wrestler who had earned fame in several wrestling bouts. On him also depended the popularity of the *akhada*. For example, in the present days the *akhadas* of the Maharajahs of Kolhapur and Patiala are considered to be the best in India because of their famous "*pahilwans*". Even today much interest is evinced in good "*dangals*" or wrestling tournaments in which wrestlers from various parts of the country assemble to try their luck. The gate money from these "*dangals*" is, ordinarily, enough to pay huge rewards to the winners and to have a fair margin for the organizers. Wrestling, which is the characteristic feature of all *akhadas*, is without doubt the national sport of this country and arouses universal interest. On the *Nagpanchami* day wrestling bouts are arranged almost all over the country. In spite of all this the number of *akhadas* is extremely meagre to provide Physical Education on any large scale and their use is ordinarily limited not to the very best people in the social life. Often these *akhadas* are controlled by an *ustad*, who is as a rule a good wrestler. These *akhadas* sometimes fall into disrepute because of the quality of men that use or sometimes control them. Another characteristic of these *akhadas* is that there are hardly two *akhadas* on good terms with each other because of some old rivalry. But these *akhadas* are of ancient origin, and must of necessity be considered in any scheme of Physical Education in these Provinces.

Of late, there has been an attempt to purify the *akhadas* of their vicious element and to render them approachable for better classes of people. The movement also aimed to render the old fashioned *akhada* exercises more scientific in the light of modern knowledge, and to introduce some Western and Japanese ideas

of Physical Education. The movement, in itself healthy, was started by the Hanuman Vyāyāmsālā at Amraoti. This movement should be considered to be the right direction; and with the introduction of scientific methods of physical education it could offer a fair model to the activities of other *akhadas* in these provinces.

2. **Clubs.**—Most of the district and tahsil places have clubs, some of which are purely official, others non-official and the rest mixed. The chief game in these clubs is tennis, the standard of which is not always enviable. Some of these clubs have now started badminton, and volley ball. The sporting activity in these clubs often depends upon the presence of some keen members with tact and ability to organize.

3. **Sports tournaments.**—Besides the *akhadas* there are two more institutions which offer scope for physical activities in the social life of the provinces. Almost in all-district headquarters and also in some other places there are some sports trophies which are contested by several combatant teams. Perhaps the tournament organized by the Jubbulpore Educational Athletic Association and the University Sports tournament are the most organized of the tournaments in the Province. There are some other tournaments which provide trophies which are keenly coveted and attract strong combatants. The rest of the tournaments are of local interest. The tournaments are chiefly for hockey, cricket, football and tennis. As a rule most of the teams that contest the trophies consist of players collected to play tournament matches. Ordinarily, they do not belong to any club, nor do they have any grounds for practice. These teams cease to exist after their exit from the tournaments. Another feature about these tournaments is that except few, like some Hockey Tournaments in Jubbulpore, Quadrangular Cricket at Nagpur, and the Provincial Tennis Championship Tournaments, which are of provincial interest, the rest are all of local interest. The influence of these tournaments is shortlived. Except teams from organized institutions, such as schools, colleges, police, railway, no interest is taken in games by other combatant teams throughout the year.

The tournaments for various sports in the Province lack co-ordination. Their dates and fixtures sometimes conflict with one another. Most of the tournaments allow to their trophies status, such as "Provincial" or "All-India Championship", which is of doubtful validity. There is no plan on which tournaments and competitions suited to various classes and types of persons in the Province are arranged, and such a plan is not possible unless there is some central organized agency to control them.

CHAPTER IV.—MEDICAL INSPECTION

Primary schools.—Medical inspection in primary schools, wherever it takes place, is nominal and superficial. There is no organization to ensure regular medical examination of the primary school pupils and attention to their health. Medical inspection of pupils in vernacular middle schools also shares the same fate.

Anglo-vernacular schools.—In Government anglo-vernacular schools medical inspection is conducted by medical officers. Medical officers are paid compensatory allowances for conducting medical examination of pupils, for medical attendance on boarders in the hostel, and for supervising the sanitary condition of school and hostel surroundings. The nature of medical examination of the pupils is reported to be unsatisfactory. In most of the private institutions, aided and unaided, medical inspection is not even provided for, and, where it takes place, it is perfunctory.

Colleges.—Medical inspection of college students is thorough and systematic. It is organized by the University and students are charged a fee of Re. 1 per year for the purpose. The University appoints special doctors to conduct the examination twice every year.

Except at the university stage, systematic and thorough medical examination is not undertaken, and is not correlated to physical and other education provided in the school.

CHAPTER V.—HEALTH EDUCATION

In the new syllabus for primary schools emphasis has been laid upon imparting of knowledge about health and formation of hygienic habits. Provision has been made for daily checking of personal cleanliness, and lessons on simple hygienic principles are included in their texts. It is, however, felt that in the surroundings of a dirty school building, with walls covered with dust and with a dirty *kutchra* floor to squat on, it is difficult to train up a clean, smart and healthy race. The popular demand is for school buildings which will cost nothing to construct and to maintain, really nothing; and for school pupils with full life and vigour. The paradox is irreconcilable, and the choice lies between the two. In the national interest it is of first importance to have a healthy race at all costs.

Scouting and Red Cross Activities.—Scouting and Junior Red Cross are two important activities in schools through which the schools have attempted, in their small and limited sphere, to render health services to the people. Scouts occasionally organize cleaning up of villages, and through songs, plays, lectures, illustrations and camp-fires, spread the knowledge of the principles of health in the villages. The Junior Red Cross workers too have done their little best to disseminate knowledge of common diseases and the methods of preventing them. These activities, however, have been limited and not properly organized, and their result is almost negligible. One may yet see in these activities the germs of the principles that a healthy and a happy man is also a serviceable man, and the activities derived from sound health are, and can be, directed towards ameliorating the condition of the suffering humanity. To train men in the principles of sound health is to train them to be serviceable to the society.

No specific programme for health education exists at the secondary and collegiate stages. Scout and Red Cross workers no doubt acquire elementary knowledge of hygiene and first-aid. Girls learning domestic science also learn principles of health and hygiene. Besides this, hardly anything more is done towards health education.

In the social life there is no atmosphere requisite for the cultivation of habits of life based on sound principles of health and hygiene. There is, generally speaking, an apathy towards aesthetic aspect of clean and healthy living. A conventional moralist confounds and identifies "plain living and high thinking" with dirty living and sombre long faces. The joy that comes out of health and the aesthetic effect of habits of cleanliness are normally regarded as frivolous and unpardonable luxuries. Even in urban areas the social life reveals no appreciation of health and happiness. In the circumstances, the little that the schools do towards health education is soon obliterated. Unless there is a nation-wide programme for educating people in the principles of health and physical culture, little benefit will accrue from health education in schools.

SECTION II.—AIMS OF PHYSICAL EDUCATION

CHAPTER VI.—TYPES OF PHYSICAL EDUCATION

The Yogic Ideal.—In ancient India, people had devised the system of exercises which is now popularly known as the "Yogic system of exercises". The special genius of the country lay in the field of metaphysical speculation, in search of truth and reality. The yogic system of exercises was devised to assist the student in the fine art of systematic thinking. These exercises claim to acquire such powers of control over the physical system as would not only prevent the body from being an obstacle to prolonged and concentrated meditation, but establish a dynamic harmony between body, mind and soul. The system was intensely individualistic, inasmuch as it tended to develop the individual's power of self-control. In the ancient Indian system the concept of team and collective physical action was not envisaged: it was included in a later period due to pressure of military requirements. Essentially, the system was individualistic, designed to assist the soul in its conquest over matter.

The Spartan Ideal.—In ancient Greece, two more or less, contrasting types of physical education were witnessed. The earlier was the Spartan type, which aimed "to produce the *warrior citizen*: a man of physical perfection, courage and selfless obedience to the laws of the State". The Spartan system provided compulsory vigorous physical training which began at seven years of age and lasted till the age of twenty. The main physical activities practised during the period of training were running, swimming, boxing, wrestling, jumping, throwing discus and javelin, and military drill. The perfection of this type of training has been immortalized by the Spartans. In Spartan, as contrasted with the ancient Indian system of physical training, the individuality was sacrificed to produce a type. In Sparta men lived for the State, and, apart from the State purposes, they had no existence.

The Hellenic Ideal.—Later, in Athens, a novel, and perhaps, the most perfect cult of physical culture was evolved. Physical excellence was an indispensable factor in the education of the Athenian, and the Hellenic system of education aimed at supreme

harmonious perfection of the body, mind and soul. The following passage from E. Major's "History of Physical Education" gives a fascinating picture of Greek devotion to the cult of physical well-being:—

"The education provided for the Athenian youth was therefore a judicious blending of physical training with literary and artistic culture. For the first six years it was wholly in the hands of the parents. The chief concern was the development of a good physique and a hardy constitution. The Athenian child played games common to every nation and to every age. Ball games were especially popular and many other activities have survived to the present day with undiminished popularity. On reaching his seventh year the boy began a more serious education, but the girl remained in the home. The usual school subjects were gymnastic and music, the latter term embracing grammar and literature in addition to music in our sense of the word. The gymnastic training was given in the *Palaestrae*, private schools of which the name was derived from the Greek word for wrestling. The young boy did not engage in heavy and violent exercises, for the Athenians wisely graded physical exercises into two classes—the lighter and the heavier—and no one was required to perform exercises or activities which were beyond his strength or ability. In the initial stages of the training a great variety of games, together with simple forms of exercises and contests in running, were employed. As the boy grew older and stronger, jumping, throwing the discus, throwing the javelin, wrestling, and boxing were gradually introduced. All exercises were performed naked; the *palaestra* had no roof, and Hellenic opinion considered it healthy to expose the body to the open air and the sun. A white skin was regarded as a sign of effeminacy. Oil was continually rubbed in, both before and after exercise. Formal gymnastic exercises were always given a prominent place. Dancing, usually in the form of choral dancing, was a regular part of the Greek educational system, which recognized its value in the symmetrical development of every part of the body. Swimming and rowing were also favourite activities. In the good old days, says Aristophanes in the *Wasps*, the main object was to be a good oar, and rowing blisters were a sign of patriotism. To teach these various branches of physical education, expert instructors were employed.

At 18 years of age, the youth began an intensive military training which lasted for two years. During this period his gymnastic training was continued in one of the *gymnasia* which were established and maintained by the State. These *gymnasia* consisted of complete series of buildings and grounds, free and open to all citizens, the only expense being to provide an oil bottle and scraper. Athens had three great public *gymnasia*; the names of two—the Academy and the Lyceum—are so famous that they are still household words.

By the end of the Fifth Century B. C. every important Greek town possessed at least one *gymnasium*. Many became famous as centres of social and intellectual life.

National games at Olympia are known to have been held as early as 776 B.C. Held every four years, they soon became the chief of those great Greek national athletic festivals which show the important place which was accorded to physical education by the Greeks. At these festivals, interest was centred chiefly on competitive athletic activities, though they also possessed a religious, artistic and literary significance. No nation has ever attained so high a degree of physical fitness as the Greeks did at the close of the sixth and the beginning of the Fifth Century B.C. Physical education could then be seen at its best, for it developed and flourished as an integral part of an admirable national life, and the great value of physical education in the development of health, strength, agility, and beauty was fully recognized."

Present position.—Both the systems of physical education evolved in Greece persist in the Europe of today. In all the countries of Europe, as well as in America and Japan, physical education constitutes an integral part of the education imparted in the schools. On the Continent, physical education is compulsory in the universities also, while in England the universities confine their attention mainly to sports and athletics. The systems of physical education in Germany, France, Italy and Russia, and in other countries approximate more closely to the Spartan ideals. While individual development is not quite so completely disfavoured as it was in old Sparta, yet the main objective is to prepare a healthy race, consisting of strong and energetic individuals capable of quick and concerted action for State purposes. The training in schools and in universities is predominatingly of military character, and constitutes one feature of a vast and nation-wide programme of increasing the national standard of physical efficiency. Training in Great Britain has been so far more akin to the Hellenic ideal. Apart from the elementary physical education imparted in schools students chiefly engage themselves in field games and sports. A change of attitude towards physical education in England has, however, taken place in recent years. In 1935 the British Medical Association appointed a strong committee "to consider and report upon the necessity of the cultivation of the physical development of the civilian population and the methods to be pursued for this object". The Committee was appointed at the instance of the Minister of Health who aimed at effecting improvement of national health and asked "whether something could not be done to bring home the benefits of physical culture which was a culture of mind as well as of muscle". The Committee did not view with favour the prevailing attitude which tends to subordinate systematic gymnastic exercises to field games and athletic sports and deprecated the "modern tendency to regard games as an unduly serious business". On the contrary, the Committee expressed itself in favour of the view that "the gymnastic exercises are an essential and fundamental part of physical education". The Committee also favoured an organized nation-wide programme for physical training with a view to raise the national standard of physical efficiency. The report is a distinct move in the direction of the Continental ideas which are perhaps the outcome of military requirements of the countries concerned. The general trend in Europe is not only to regard systematic and well graded physical

education in schools and universities as necessary and indispensable aspects of education, but also as prime factors of organized national life planned with the dominating motive of raising the national standard of physical efficiency and preparedness. The weak render the nation weak, and the strong, able-bodied, capable of organization for national service are a national asset. Physical education of the masses thus constitutes a necessary state function.

CHAPTER VII.—THE AIMS OF PHYSICAL EDUCATION

Having surveyed the main currents on the idea of physical education, we may define the aims which physical education should serve in this country. The main objective of physical education is to prepare physically efficient, active and a happy race consisting of men and women, who are strong and vigorous, healthy and graceful and endowed with character which develops out of self-knowledge and self-discipline. In this country, in particular, a definite attempt should be made to cultivate a taste for *joie de vivre*, which is sadly absent in the life of the masses. The life of an average villager is drab and cheerless, and is only occasionally enlivened by a good draught of liquor on the market days or at marriages and funerals. The stress of the economic struggle withers his interests in life and dulls his sensitiveness to the joy of feeling fit. "The world is too much with him; late and soon; getting and spending, he lays waste his powers." He is wedded to a life of drudgery and monotony from which, he feels, he has no mode of escape, save the final exit. It is very necessary to provide him with recreations, to cultivate in him a taste for healthy and vigorous life, to introduce him to a wider range of interests through service, and to equip him with knowledge which is necessary for healthy and organized life. The latest, and perhaps the most valuable, phase of physical education is the expression of "joy through strength" through social functions, festivals and demonstrations. It is very necessary in this country to lay enormous emphasis on the social aspect of physical education and harmonious rhythmic activity. It is no doubt true that in countries like Germany, Italy, Russia, Japan, etc., the collectivist or mass activities in physical education assume political and quasi-military importance. In other countries, however, such as Sweden, Denmark, and more especially, Czechoslovakia, the movement has mainly a social importance. In Czechoslovakia and Yugoslavia "the Sokol movement", which is assisted by the State, is purely social, and has rendered enormous service towards the promotion of physical education. "Its present membership in Czechoslovakia is about 800,000 and in every town and village it has a local organization which possesses a special building for gymnastics." The report of the Physical Education Committee of the British Medical Association gives the following account of physical culture festivals and mass demonstrations in Europe:—

"Festivals and mass demonstrations are a characteristic feature in the social life of European countries, and there are few functions of this kind in which physical activity does not play an important part. In Germany, for instance, both national and local festivals are held. They include school festivals, German Youth festivals, festivals of the National League for physical

exercises, and games competitions, and, as part of the festival, there are arranged mass demonstrations of physical activity, including free exercises, exercises with apparatus, dancing, rowing, and swimming. In Czechoslovakia and Yugoslavia the largest demonstrations are organized by the Sokol movement. In the former country festivals, which include gymnastic displays, athletics, and games, are held every five or six years. They last a week, and about 20,000 people of both sexes and of all ages take part. Mass demonstrations are organized in Sweden and Denmark both by local authorities, as part of their educational work, and also by the sporting associations. Although mass demonstrations of the European type are not held in America, most of the large cities organize annual demonstrations in which hundreds and sometimes thousands of persons participate. 'County play days,' which include demonstrations of gymnastics, drill, dancing, games, and sports are becoming increasingly popular."

We are strongly of view that physical culture should become a normal feature of social life of this country, and increase its happiness through festivals and mass demonstrations. Such mass activities would organize a society which, otherwise, is extremely disintegrated, and render it capable of common action for the service of humanity. We lay special emphasis on this aspect of the aim of physical education, and especially recommend its adoption. The aim of physical education in the widest sense of the term, is to raise the national standard of physical efficiency and preparedness.

In the end we would reiterate the definition of the aim of physical education embodied in the report of the Physical Education Committee appointed by the British Medical Association—

"(1) The aim of physical education is to obtain and maintain the best possible development and functioning of the body, and thereby to aid the development of mental capacity and of character. The mind and body are so essentially one that the divorce between them in what is commonly called education appears as unscientific as it is pronounced. However brilliant the intellect, a neglected body hinders the attainment of the highest capacity possible to an individual; and conversely, the maintenance of the best possible functioning of the body must react as a beneficial mental stimulus.

(2) An educated body is a balanced body, just as an educated mind in the true sense is a balanced mind. Balance of body, mind and soul should go together and reinforce each other; and perfection of balance, physical, mental and spiritual, can be the only true and scientific aim of education. Balance results from the harmonious development of the body as a whole, while strength is often associated in the mind of the public with power of a single muscle or muscle group. It is possible to develop great strength without necessarily attaining perfect balance. Indeed, a man, although of great muscular strength, may yet be so little balanced as to be muscle-bound, so that the very size of his muscles may interfere with their co-ordinate action. Such was often the result of the old gymnastics, which too often produced strength rather than balance and a broad, strong figure at the expense of agility.

(3) Unfortunately, just as there are many who remain unaware of undeveloped mental capacities, so also there are many who are unaware of the hidden talents of their bodies. But it has often happened that an accidental opportunity of exercising the mind in a new direction has brought to light a previously unsuspected aptitude. Similarly, the first steps of education in physical fitness may reveal a latent bodily capacity and awaken the desire to reach a new standard of health."

CHAPTER VIII.—METHODS FOR THE REALIZATION OF THE AIMS

In view of the aims defined above we suggest the introduction of the following activities in the programme for improving the standard of the physical well-being of the people :—

1. **Physical activities.**—After devoting serious thought to various kinds of physical exercises and modes of keeping fit, we are convinced that in the training of the youth, graded and systematic physical gymnastics, with or without apparatus should constitute the foundations of physical training. Gymnastic exercises, though fundamental, should not be treated as the whole physical activity. A well-balanced scheme of physical education should necessarily include field games and athletic sports. In keeping with this recommendation we suggest that the scheme of physical training should have following groups of exercises :—

(1) Mass activity : Drill and gymnastics.

(2) Team activity : Field games.

(3) Individual activity : Gymnastics (with and without apparatus), athletics, sports, dual fights, e.g., wrestling, boxing, judo, fencing, aiming and swimming; and

(4) Remedial activity : Curative exercises for removing physical deformities.

We are of opinion that a well planned and graded scheme of physical education on the above lines is essential to produce men of requisite physical fitness and capable of team and mass action.

We also feel that the system of physical education, and, more especially, games planned for the Province should be based, so far as possible and scientifically justifiable, upon the Indian system of physical training. This suggestion does not imply any restriction on adopting more advanced systems such as those developed by the Danes and the Swedes. On the contrary, we emphasize that new and scientific concepts of physical training should be borrowed from the West and the East and should be woven into a co-ordinated system of physical training. All that we desire is that whatever is good and reasonable in the Indian system should not be discarded, and that the scheme as a whole should be suited to the character and requirements of the people of the Province.

2. **Health activities.**—We feel no necessity of adducing special arguments in favour of the proposition that no scheme of physical education will have any chance of success unless it is correlated with general problems of health. It is necessary that those who are engaged in the culture of the body should have a

scientific knowledge of the human body and its functions, and a special knowledge, through medical experts, of the functioning of their own body and its defects, if they exist. It is also necessary that people should be accustomed, from their very childhood, to living a life strictly in accord with the sound principles of personal and social hygiene. To gain this end we suggest the following measures :—

(i) *Medical inspection*.—Compulsory, regular and systematic medical inspection of all boys and girls in all kinds of educational institutions; and of men and women undergoing physical training in *akhadas*, clubs and other similar institutions should be treated as very necessary to the physical well-being of the people. Medical inspection must be very thorough and conducted at reasonably short and regular intervals by competent medical authorities. A record of each individual's physical growth as well as comparative records of the growth of pupils of different types and ages should also be maintained. Further, assistance should be organized for those who are found on medical inspection to require special medical treatment or facility. The work of medical inspection should be done in close co-operation of the physical instructor, head of the institution, and the guardians.

(ii) *Nutrition and dress*.—Intimately allied with the problem of health and physical well-being are the factors of nutrition, diet and clothing. A well-balanced diet is indispensable to physical development. We are fully convinced that it is utterly futile to contemplate compulsory physical training unless some provision is made for compulsory nourishing diet and hygienic dress. This carries with it the unavoidable consequence that the agency which compels physical education will also provide healthy and adequate diet and dress, at any rate, for those who cannot afford it. Work in this direction is being done in the European countries. In England, provision is made for milk for school children, and lunches for those who cannot afford it. Physical instruction is compulsory and children are required to undergo the same in appropriate costumes and shoes, which are provided to those who need them, by the State. State assistance in matters relating to nutrition and dress is essential. The State cannot afford to grudge expenditure on these items, because the stability and prosperity of the State depends upon the efficiency of its citizens.

(iii) *Health education*.—It is further necessary to acquaint the pupils with the knowledge of their bodies and its functions. To this end it will be necessary to include compulsory courses of instruction graded according to the interests and capacities of pupils at the various school stages. Courses of instruction in physiology and hygiene must form a compulsory part of instruction, and should be regarded as a part of instruction in the teaching of elementary science, in the middle school stage of education. The pupils must also have a knowledge of the common diseases and the methods of preventing them.

(iv) *Healthy habits and healthy surroundings*.—Perhaps the most significant of all activities should be to form, in the pupils, sound habits of healthy living. These habits should be so deeply

ingrained in the pupil that there will be no possibility of reversion to unhealthy modes of life in future. We also suggest that hygienic habits should be developed in the pupils by appealing to their aesthetic tastes. The formation of habits of health will depend upon the life lived in the school. It is very necessary, therefore, that the school buildings and surroundings should be highly sanitary and display good taste in every possible manner.

3. Recreational activities.—The objective of the recreational activities is to create a sense of joy through health as an indispensable factor of the social life. Drill, games and athletic sports are in themselves sources of joy to those who participate in them. The following activities will in our opinion add to introduce more joy in the health-life of the pupils :—

(i) *Tournaments and Olympic activities.*—Tournaments and olympic activities wherever they are held, arouse keenest interest. It is, however, necessary to organize various tournaments in the Province and increase their number in such a manner that they will be spread over the whole Province. The tournaments should be within easy reach of all areas and should provide competition in the main variety of the items of interest to children and young men of different ages. The organization of this task is both difficult and expensive. We are, however, of opinion that a central agency can properly organize a suitable scheme for the whole province and minimize expenditure. We are convinced that the tournaments held at present are not properly organized, and that while some lucky class of persons get several opportunities of participating in tournaments of various kinds, a large bulk of the pupils remain outside the reach of these activities.

(ii) *Music and folk dancing.*—We are convinced of the desirability of introducing music and folk dancing as features essential to the health campaign. They are not foreign to the life of the people and are deserving of compulsory introduction in schools. We realize how much good has been done by the revival of the Bratachari movement in Bengal and Garba dances in Gujrat, and we should aim, through similar activities, to develop sense of balance, rhythm and harmony in the social life of the people. The beginnings must be made in the schools, though the movement should not be confined to them.

(iii) *Health camps.*—We desire that each school in the Province should go into a health camp for a week at least once in every year. The camp must be in the open, outside the town or village at a convenient spot held at some suitable period of the year. All worries of the school and life should be forgotten in the camps, and the exclusive attention should be devoted to problems of health. The camp life should be lived strictly according to laws of health, and should follow a well organized programme of keeping fit. During this time medical inspection may be arranged and students may be made to check their hygiene and test their physical efficiency on the lines suggested by a competent staff of organizers. In the evenings there may be camp fires and light activities associated with them. These health camps would serve to emphasize attention to problems of health and physical fitness.

(iv) *Service activities.*—Service activities are at present undertaken by the Scouts and the Junior Red Cross workers. The organization of the Scout and Red Cross activities has so far been on a very small scale. While we appreciate the good work done by these organizations, and we are desirous that they should continue to do it, we would urge the need of disciplining the entire student population in the idea of service. We, therefore, suggest that each boy in the school should be enlisted in the Students Service Corps, which should be organized on a provincial basis. The constitution of the corps should be on the lines of the University Training Corps, and perfection of discipline must be aimed at. The dominant objective of the Service Corps should be to render organized humanitarian service to all people, particularly to those in the rural areas. It is essential that the corps must attain a very high degree of discipline and smartness, and should be dressed in a common uniform which will symbolize the spirit of service for which the Corps is organized. The service by the Corps should be rendered on organized basis, and there should be such a net-work of organizations that no person in the Province will be beyond the reach of the assistance of the Corps, when assistance is due to him. The details of the organization of the Students Service Corps, and of the nature of the humanitarian services to be done by them should be determined by a central agency for the Province. We are convinced that such training in the Corps will discipline the pupils in the spirit of service to humanity, which is essential, not only as a direction of healthy activity of the people, but also to their moral education towards which little attention is devoted in the present system of education.

CHAPTER IX.—ALLIED PROBLEMS

We have suggested the aim of physical education, and the groups of activities through which the aim should be realized. We would, further, like to emphasize that these activities will by themselves be unable to achieve the ambitions defined in this report. The following, among others, are in our opinion, indispensable conditions of the realization of the objectives of the campaign for the physical well-being of the people:—

1. **Physical Education as training for life problems.**—In the field of literary education, the problem of relapse into illiteracy is one which faces the serious educationist. The relapse is characteristic in the rural areas, and inclines one to be sceptical regarding the lasting value of the large expenditure incurred on education. The relapse is obviously due to the fact that the system of education aims at literacy as an end in itself instead of regarding it merely as a matter of tool value. The consequence is that literacy acquired in schools is of formal and mechanical nature and is never realized in its form as a potent tool in solving problems of life. It is perhaps, unfair to expect the people to bear the burden of literacy, when it is of no significance in life.

What is true of literary education may be true of physical education. If physical education is treated merely as a matter of curricular interest, there will be a temptation on the part of

the pupils to drop physical culture activities after leaving the school. If, however, health and physical fitness become a necessary condition of life and are related to the vital interests of life in its struggle for existence, there will be no chance of relapse into lethargy and neglect of the body

2. Physical Education for adults outside the schools.—There is yet another manner in which physical education might share the fate of general education imparted in the school. Relapse into illiteracy is attributed to the general conditions of life in the rural areas. There is much appalling illiteracy in the rural areas; the atmosphere is hardly congenial to preservation of literacy by those who have had elementary school education. The little faint ray of light kindled in the rare pupil is soon absorbed in the enveloping darkness. The remedy suggested is to educate the adults and open village libraries to sustain interest in literacy. It is easy to imagine similar condition frustrating the objectives of physical education. The life of the villager is so unhealthy, and the care of the body so absent in the rural life that the pupil, when he enters life, will soon fall into a level with the masses and forget all he has learnt about health and keeping fit in the schools. Efforts, therefore, will be necessary to introduce the cult of physical fitness and healthy living among the adults in the villages and to train them in the habits of healthy living. And just as village libraries are provided for the villages, so will it be necessary to provide *akhadas* and gymnasiums in the rural area. Unless the village population is interested in hygienic living and physical fitness, it will not be possible to expect any lasting effect from the training in physical well-being imparted in the schools. Similar reasons, we think, have impelled the Physical Education Committee of British Medical Association to recommend the extension of physical education to youths who have left the schools and to others in the villages and towns.

We may conclude that the essential condition of the realization of the ideals of physical education will be to open out a net-work of *akhadas* and gymnasiums in the villages and to educate the adult population in the cult of physical well-being, and to create a pronounced public opinion in favour of the ways of hygienic and healthy living. Home influences and surroundings, which dictate habits of life, customs and traditions, which give colour to the social life, will all need to be exploited to achieve physical well-being of the people. Nothing short of a positive social disapprobation and even intolerance of the neglect of body and unhygienic living should be created.

3. Mass Education.—What we have said above would lead further to indicate that mass education and increase of literacy is also an indispensable condition for improving the standard of physical fitness of the people. Education opens up vistas of ideal life and mass education is necessary to create public opinion in favour of ideal life and stimulate organized action to realize it. We therefore feel convinced that the cult of physical fitness and healthy living must invariably be associated with any scheme organized for the education of the adults.

4. **Up-to-date equipment.**—The need of adequate equipment necessary for physical education and health activities cannot be over-emphasized. Every school must have well-equipped *akhadas* or gymnasiums and extensive play-grounds. Suitable arrangements should also be made for adequate clothing for wear at the time of physical instruction. Arrangements for swimming, wherever possible, would be a great advantage. It will also be necessary to reserve suitable portions of the countryside for health camps.

5. **School hours.**—It will also be necessary to find out suitable hours for assembly of the school to enable regular physical exercise and games at appropriate time. There is a good deal of controversy on the subject of school hours, and we think that the correct solution of the problem will ultimately depend upon a careful examination of the local needs of each school. We will, therefore, refrain from dogmatizing on the subject, but we will only suggest that whenever necessary the hours of assembly of the school be so modified as to enable instruction in physical education and games as well as other education to be imparted at most suitable hours.

6. **Health and Examinations.**—It will also be necessary to examine the bearing of examinations and, particularly, of the public examinations, on the health of the pupils. We would only suggest the problem and leave it to the experts to make detailed suggestions with a view to ensure fair testing of the pupils without prejudicing their health. There is little doubt that at present the pupils do tend to lose health at the time of examinations.

7. **Legislation.**—We also feel that certain amount of legislation will also be necessary to assist physical fitness and health campaign. It will be necessary to have laws, for example, to acquire lands for gymnasia and playing-grounds at suitable places without the customary laws' delay; to modify the Acts relating to the University and High School Education Board and to amend the Manual of the Education Department with a view to compel physical fitness and instruction in health problems at various stages of instruction. Legislation should in our views be resorted to wherever necessary in order to implement the realization of the ideals of physical education defined in this Report.

8. **Propaganda.**—We also consider it necessary to organize a thorough propaganda in favour of the health and physical fitness campaign. The propaganda should be carried on systematically in all conceivable ways, through press and bulletins; magic lanterns, moving pictures and talkies; posters and pictures; festivals and demonstrations; music and songs. Every manner of propaganda should be adopted to bring home to the people the necessity of hygienic life and a high degree of physical fitness. The propaganda should be so thoroughly organized as to influence the man living in the innermost recesses of the Province. In more advanced countries the use of motion and talking pictures and wireless has been adopted to popularize physical education, and we should adopt these means for promoting physical culture in this Province.

SECTION III.—ORGANIZATION OF PHYSICAL WELL-BEING OF THE PEOPLE

CHAPTER X.—THE NEED OF A CENTRAL AGENCY

Diffused activities obtaining at present.—In section II of this report we have recommended manifold activities necessary for achieving the physical well-being of the people. The activities suggested by us are, in the existing organization of the Government, directed by several departments, such as, Education, Medical, Public Health and Publicity Departments. Some activities suggested by us are also undertaken by the Village Uplift Board, the Boy Scout Association, and the Red Cross Association.

The physical education of the students at different stages of instruction is determined by different agencies. The courses of physical training for the primary schools are prepared by the Education Department, and for secondary schools by the High School Education Board. The Physical Uplift Board of the Nagpur University draws up the lines of physical training activity for university students, while the Board of Studies for education prepares courses of studies in physical education for teachers, who, after training, are expected to introduce in secondary schools courses of instruction prescribed for them by the High School Education Board. The Department of Education prescribes courses of instruction in physical education for teachers of normal schools in order to enable them to introduce the new syllabus for physical instruction in primary and vernacular middle schools. A vast majority, however, of vernacular school teachers are employed by the local bodies, and some of them have their teachers trained in the Hanuman Vyāyāmsālā of Amraoti, or similar institutions, for introducing in schools physical training activities, which have yet to obtain departmental approval. There is further dislocation of physical training activities resulting from extreme divergence in the types of management of schools, which give a varied emphasis on physical education.

Need of a central agency.—The above account will suffice to indicate the wild diffusion of activities that exist today in the direction of physical well-being of the students. A well-planned, well-directed and co-ordinated effort to raise the standard of physical efficiency of the people necessarily presupposes a central agency, which at present does not exist. We feel that the diffused and unco-ordinated activities directed from manifold sources will fail to realize any perceptible gain, and we are convinced that there are abundant reasons for justifying the institution of a strong central agency supported by statutory sanction. This position, we think, admits of no doubt.

Ultimate responsibility.—We also share the view that Government should take upon itself the responsibility of raising the standard of physical efficiency of the people as an avowed policy and initiate a well-planned movement to realize tangible results in this direction. The State can function in two ways: either directly through its departments as in

Germany, France, Russia, Turkey, or indirectly through local agencies or voluntary organizations, as in England. In Germany, the Ministries of Health, Education and Army are saddled with the responsibility of raising the standard of national health. The Physical Education Committee of the British Medical Association records "All the German organizations concerned with physical education for adolescents and adults are directly under State control. They include the Hitler Youth Movement, the League of German Girls, the National Socialist Movement, the National League for Physical Exercises, and the 'Strength through joy' movement of the Deutsche Arbeitsfront, an organization whose membership comprises employers and employed." In Italy and France physical well-being of the people and physical education are directed by the Ministry of War. In Soviet Russia there is an independent Department of Physical Welfare. In England, on the contrary, the Physical Education Committee of the British Medical Association has favoured the organization of the physical training activity of people outside the school through local authorities and volunteer organizations. In the English educational institutions physical training activities are directed by a department of the Board of Education. The need of a close co-operation between the school and outside agencies in England has been strongly urged. So far as this Province is concerned we would suggest that direct action through a State department would be far more fruitful than indirectly acting through volunteer organizations and local authorities. Government may encourage and even assist, local bodies and private agencies which work for improving the health of the students and people in general; yet the responsibility of improving the standard of physical efficiency of the people and taking the initiative for planned and thorough Province-wide action in the matter should vest in some department of the State. The English model is hardly suited to the peculiar genius of this country, and this fact has been abundantly established by the experience gained in this Province from entrusting to the local agencies and private enterprise the provision of elementary and secondary schools needed by the people. We are fully convinced that vital interests relating to the social life of the country should not be entrusted to the local or voluntary organizations which are impermanent and transitory, weak and poor, and as a rule rendered ineffective by internal squabbles and party strife. We are strongly of view that physical welfare activities suggested by us should be organized in schools and outside by a strong central State agency.

CHAPTER XI.—THE CONSTITUTION AND FUNCTIONS OF THE CENTRAL BOARD OF PHYSICAL WELFARE

At present organized physical education activities are mainly confined to schools and colleges. We, therefore, suggest that the Ministry of Education should be entrusted with the responsibility of raising the standard of physical well-being and health of the people. The Minister, however, should be assisted by a Central Board of Physical Welfare in which views of all departments, whose assistance is essential to the scheme, will be represented, **we also** feel the necessity of a chief organizer of **physical well-being** of the Province who will

be an officer of the Education Department and carry out the wishes of the Education Minister and the Central Board through a competent staff of organizers and instructors for physical training, teachers in charge of schools, and officers entrusted to look after the health of the students and other persons concerned.

The Central Board of Physical Welfare should consist of the following :—

- (1) Director of Public Instruction.
- (2) The Inspector of Civil Hospitals.
- (3) The Director of Public Health.
- (4) Three members nominated by the Education Minister.
- (5) The chief organizer (the Secretary of the Board).

The Chairman of the Board will be nominated by the Minister for Education.

The life of the Board should be five years after which it should be reconstituted. The rules relating to the meetings of the Board and its procedure may be framed in the first meeting of the Board. The functions of the Board will be—

(i) to organize a scientific survey of the standard of physical efficiency and health of the young generation in schools and outside;

(ii) to advise the Minister of Education in all matters relating to the physical well-being and health of the people, and preparing schemes for raising the standard of national health and physical fitness;

(iii) to introduce all activities mentioned in Chapter VIII of this Report among young persons of the Province in schools and outside school and to organize a Province-wide movement for raising the standard of health and physical efficiency of the people;

(iv) to organize a band of workers, men and women, officials and non-officials, consisting of organizers and instructors of physical training, teachers, officers of the Student's Service Corps, doctors, scout masters and others with a view to introduce various activities mentioned in Chapter VIII of this Report among students in schools, and young persons outside schools, in such a manner that every young person in the Province will be within the reach and brought under the influence of those activities;

(v) to organize training of organizers of physical well-being, physical instructors, scout masters and other officers required by the scheme;

(vi) to suggest such legislation and modifications in existing codes and manuals as will be necessary to further the activities of the physical well-being campaign;

(vii) to give the Minister for Education such advice as he may need or ask for from time to time and to carry out such instructions as he may give to the Board; and

(viii) to report annually upon the progress made through the schemes of physical well-being adopted by Government.

Powers of the Board.—The Board shall be vested with the following powers:—

(i) to appoint sub-committee or sub-committees to prepare schemes for the introduction of various activities mentioned in Chapter VIII of this Report;

(ii) to appoint expert or experts to report on problems requiring special study and assistance;

(iii) to appoint a competent staff for carrying out the activities of the Board;

(iv) to advise and, if necessary, to compel local bodies and managements of educational institutions to take such steps and introduce such activities as will be necessary, in the view of the Board, for the health and physical well-being of students;

(v) to advise and, if necessary, to compel local bodies to adopt such schemes and take such measures as the Board may direct for the health and physical well-being of young persons outside the school;

(vi) to recognize private organizations engaged in physical uplift work, and to render to them such assistance as may be found necessary for their efficient work;

(vii) to collect funds and endowments from public spirited citizens and organizations for the purpose of carrying out the schemes of the Board.

Staff.—To begin with, it will be necessary for the Board to have a staff consisting of a Chief Organizer of Physical Welfare Activities for the whole Province, a district organizer for each district and physical training instructor for each tahsil. It will be necessary to have appropriate office and menial establishment for the three grades of officers, *viz.*, the chief organizer, the district organizer and the physical training instructor. Further, this staff will need to be supplemented by a proper medical service which will act in co-operation with the organizers. In the first instance, the help of doctors in Government service may be obtained for medical examination of students in schools, and young persons who will become members of physical training clubs or gymnasia or *akhadas*. Where the services of doctors in Government service are not available, the task may be entrusted to private practitioners who may be allowed certain honorarium by Government. It will also be necessary to organize moving dispensaries on caravans, which will bring attention to the eyes, teeth and cure of other common ailments within the reach of all young persons in the Province. The organizers of physical training will have to work in close co-operation with teachers in charge of physical training in schools; and the physical training instructors will have to retain in each physical training club or *akhada* leaders who will be able to initiate and guide physical training and health activities.

CHAPTER XII.—PHYSICAL WELFARE ACTIVITIES FOR EDUCATIONAL INSTITUTIONS

We have already suggested various physical training activities which should all be introduced in schools and colleges. We lay special emphasis on the fact that physical training, and other allied activities should be compulsory for all students, boys and girls, enrolled in all kinds of educational institutions.

The nature of physical training and health activities for students of different school and college stages, and for students in various kinds of institutions will be determined by the Central Board after a careful consideration of their special needs and requirements. All that we insist upon is that various activities suggested by us in Chapter VIII should be compulsory in all schools, and should be made an indispensable condition of their recognition by Government, the High School Education Board and the University. It will be necessary, therefore, that each school or college will be equipped with a competent staff of teachers who will be trained to introduce various activities associated with the physical well-being of the people. It will also be necessary that each school be equipped with adequate play-grounds, apparatus and equipment which the Central Board may deem for that type of school. The Central Board will also determine the nature of training which the physical training instructors in schools and other members of the staff should receive in order to be able to introduce various physical training and allied activities in schools.

We have already suggested that the details of the compulsory physical welfare activities in various kinds of schools should be determined by the Central Board. This suggestion implies that the Board will also prepare the details of the curriculum in physical instruction. We will go further and insist upon achievement of concrete results through the physical welfare activities, and maintenance of adequate records to show tangible results. We will urge the need of instituting suitable physical efficiency tests for students in various school and college stages, and recording of their attainment in these tests in the certificates and diplomas awarded on success in public examinations and in the transfer certificates. We may reasonably hope that wise employers will give adequate attention to these records at the time of employing the products of schools and colleges. Our ideal should be to make physical efficiency of a certain standard a necessary condition of the award of certificates of success in public examinations, in fact a necessity of life itself. The economic value of longevity is much too serious a factor to be lost sight of by any Government wishing well to the State.

CHAPTER XIII.—PHYSICAL WELFARE ACTIVITIES FOR YOUNG PERSONS OUTSIDE THE SCHOOLS

One of the main responsibilities of the physical training organizers will be to constitute as far as possible in each village of the Province *akhadas* or physical training clubs. They should aim to enlist all young persons in the Province in some *akhada* or club, and make them appreciate, and enjoy physical welfare activities. The *akhada* should be situated in some suitable place in each village and adequately equipped. It should also be recognized by the Board and a list of recognized *akhadas* or clubs engaged in physical welfare should be maintained by it. The organizer will organize the *akhada* and attempt to make it an indispensable factor of the social life of the people. He will avail himself of the services of physical training instructors who will visit *akhadas*, and train adequate number of leaders, who will introduce various physical welfare activities. The leadership

of boys, who have received education in schools, will be of great value for the *akhadas* and clubs, and should be systematically utilized. The organizers will render to *akhadas* and clubs all necessary assistance, and Government will give them recurring and non-recurring grants for establishment and maintenance. The basis on which the grant should be given should be decided by the Central Board after full consideration of the expenses involved in each project. The task of the organizers will be exceedingly arduous and will not be achieved without the co-operation of district officers, their assistants and the educational officers. It will be necessary for Government to ensure all necessary co-operation.

The nature of activities to be introduced in various kinds of *akhadas* should be scientific as well as pleasant. We are of opinion that they should be determined by the Central Board. We also think that the organizers should arouse and maintain interest in the physical welfare activities through the institution of various local competitions and tournaments, and through the award of certificates indicating the results of physical efficiency tests.

In villages with schools, *akhadas* should be situated near schools in order to enable the *akhadas* or clubs to avail themselves of the services of trained physical instructors in schools, and to economize on the maintenance of play-grounds and equipment. In larger villages and towns more than one *akhada* or club may be opened according to the needs of the people. In big towns, where several *akhadas* or clubs will be necessary, it will be available for them to engage physical training instructors for the purpose of guiding the physical welfare activities.

We are further of view that there should be very close co-operation between physical welfare activities in schools and outside the schools.

SECTION IV.—TRAINING OF PHYSICAL INSTRUCTORS

CHAPTER XIV.—TRAINING OF PHYSICAL INSTRUCTORS

The success of the scheme of physical well-being of the people of this Province will depend upon the character, personality and professional efficiency of the Physical Training Instructors, and we are of opinion that special care should be devoted to the creation of an inspired and able band of physical instructors.

Some years ago a special course of instruction was imparted in the Spence Training College, Jubbulpore, for preparing physical instructors for secondary schools. The number of physical instructors produced by the training college was, however, too small for the needs of the college. It was, therefore, decided to give a modified course of physical training to all teachers in the Dip. T. classes. One section of the Dip. T. examination is devoted to practical work in physical training, and the teachers who secure a certain percentage of marks have this fact mentioned in the diploma. Passing, however, in the examination is not necessary for teachers.

An average teacher has tended to show a positive disinclination to be a physical training instructor in schools even when he had a special aptitude for the work. He feels that, if he works as a physical training instructor, his fate will be sealed, and with all his experience and ability in the class work he will never succeed in obtaining a promotion to the select division or to the post of a head master. He is naturally, though not reasonably, averse to sacrificing a career for the sake of enthusiasm.

The problem for the school is not only to have teachers with physical training qualifications, but to have a perpetual supply of young, energetic and freshly trained physical training instructors. It will be a sound policy to select a band of teachers with special aptitude for physical training work, give them intensive training for the work of physical training instructors along with professional training for teachers, make them work as physical training instructors when they are young and in the end absorb them in the regular teaching line. This will be, we think, a helpful way of keeping the schools well supplied with young and active physical training staff.

If the scheme we have suggested is adopted, a large number of physical instructors will be needed in this Province. It will certainly, not be possible for the Spence Training College to supply them. We, therefore, think that other methods should be found for the training of physical training instructors. We consider it highly desirable that the Nagpur University should institute a Diploma in Physical Education with a view to give persons a scientific knowledge of physical education and to prepare physical training instructors of the type which will be required by the activities which we have proposed. It will also be necessary for the University to start classes for the training of candidates for the proposed Diploma. It will, however, be necessary to ensure that persons who are selected to undergo the courses of instruction for the Diploma have a real calling for the profession and requisite character and personality. We do not suggest that the Spence Training College should discontinue the physical training work it is engaged in doing in the training of teachers for the Dip. T. examination. We think, on the contrary, that all teachers should have adequate knowledge of, and ability in physical training work to be able to co-operate with and assist the physical training instructors. We would, however, strongly recommend that the courses of instruction imparted to them should be modified with a view to train them for introducing the various activities which we have proposed, and that passing in the practical examination in physical education should be made a compulsory condition of passing the Diploma and the B. T. examinations, except in the cases of those teachers who have been found to be physically unfit for undergoing the training.

The real task ahead will be in the training of physical instructors for vernacular schools in the rural areas. We are of opinion that the courses of instruction in the normal schools should be modified with a view to enable the teachers to introduce various activities suggested in the scheme proposed by

us; further, we are of opinion that an intensive course of physical instructors training should be imparted to teachers during their stay in the normal schools, and that they should be subjected at the end of the course to a thorough test. We think that all village school teachers should be able to undergo this training for they are comparatively young when they are in normal schools.

In addition to the above, we think it will be very essential to introduce short vacation courses or refresher courses for the training of teachers already in service in the village schools, who have gone through normal school training. Such courses should be placed in charge of inspiring and energetic physical training instructors, and should be so wisely and efficiently planned that all teachers will get the requisite training within a prescribed period of time. The nature and duration of the refresher courses should be determined by the Central Board. Every teacher should be made to undergo a refresher course after every seven years of service.

SECTION V.—CONCLUSION

CHAPTER XV.—SUMMARY OF THE TERM OF REFERENCE

1. **Term of Reference.**—To consider the advisability of a Central Agency within the Education Department for organizing and co-ordinating all the various activities leading to the physical welfare of the student population of this Province.

In Chapter XI we have suggested the need for the constitution of a Central Board of Physical Welfare. We have also suggested that the State should take upon itself the responsibility of physical welfare of the people and of initiating well-planned and directed movement to achieve it through a competent staff under its control. We have held that the physical well-being of the school students cannot be viewed separately from that of young persons outside the school, and that a successful plan of action will introduce physical welfare activities in both the classes of young people.

2. **Term of Reference.**—To review the existing facilities and arrangements in respect of physical education.

In Chapters II, III, IV and V, we have traced the history of physical education in the Province and reviewed the existing facilities for physical education.

3. **Term of Reference.**—To consider ways and means to assist the local bodies in organizing Physical Training Schemes in their respective schools.

In Chapter XIII we have suggested the necessity of modified form of training in physical welfare activities for all teachers in normal schools; institution of refresher courses for teachers serving in schools; and of refresher course, for teachers after every seven years of service they put in.

4. **Term of Reference.**—To consider the feasibility of an organization of school medical service.

In Chapter VIII we have held that medical inspection and assistance is indispensable to physical welfare. We have recommended that medical inspection of a thorough type is very necessary. We have also suggested that wherever available doctors in Government service should undertake the work, and in other places private medical practitioners should be induced to do the work on payment of honorarium. It will be desirable to have a school medical service, if possible, and to institute travelling dispensaries for visiting schools and attending to the needs of children.

5. Term of Reference.—To consider whether it would be necessary to simplify the existing syllabus of physical training for various grades of schools, so that the enforcement of compulsory physical education for all the standards may be possible with ease and without much cost.

In Chapter VIII we have suggested various activities necessary for physical welfare of the students. In Chapter XI we have recommended that the Central Board will prepare new syllabus with a view to include all activities referred to in Chapter VIII. We have also recommended compulsory physical education in all schools and colleges. The question of cost will depend on the detailed scheme drawn up by the Central Board for introducing various physical welfare activities in different kinds of institutions.

6. Term of Reference.—To consider the advisability of undertaking publication of literature conducive to physical training and welfare activities and to encourage good health.

In Chapter VIII we have strongly recommended the organization of an effective propaganda in favour of improving the standard of national health and physical efficiency, and to this end we have suggested the necessity of publishing necessary literature.

7. Term of Reference.—To consider the possibility of constituting and awarding Physical Efficiency badges for boys of various standards as is done in Western countries.

In Chapters XIII and XIV we have urged the desirability of the institution of Physical Efficiency Tests and award of certificates.

8. Terms of Reference.—To consider the advisability of starting refresher courses in Physical Training with a view to increasing the supply of the trained Physical Instructors; and

9. To consider the possibility of conducting examinations for Physical Training Instructors for primary schools and secondary schools and lay down the conditions for such examination.

We have recommended in Chapter XIV the following measures :—

For high schools and anglo-vernacular middle schools—

- (i) a modified type of compulsory training for all Dip. T. and B. T. students. in the Spence Training College, Jubbulpore;

- (ii) institution by the University of a Diploma in Physical Education; and
- (iii) training by the University of selected students for the Diploma in Physical Education.

For primary and vernacular middle schools—

- (i) a modified course of compulsory physical instructors training in normal schools for all pupil teachers;
- (ii) organization of refresher courses for all school masters with a view to train all teachers within a specified period;
- (iii) refresher courses for teachers after every seven years of service.

10. Term of Reference.—To consider the advisability of recommending such legislative measures as may be considered necessary for the purpose of making Physical Education compulsory for all students of various grades and for smooth running of the whole scheme of Physical Welfare for students.

In Chapter XI we have suggested the functions of the Central Board for Physical Education with a view to carrying out the physical welfare activities mentioned in Chapter XIII. The details of the scheme will have to be worked out by the Board which is empowered to suggest to Government from time to time the legislative and other measures necessary for the realization of the scheme.

11. Term of Reference.—To consider the advisability of recommending such other steps as may be found necessary to explore the ground with a view to combining the Scout, Junior Red Cross and such other allied activities carried on in schools, into a general activity calculated to instil a sense of *esprit de corps* in the younger generation.

In Chapter VIII we have suggested the institution of a Students Service Corps which will undertake all scouting, red cross and other service activities. We have also suggested that Scouting and Junior Red Cross Associations may continue to do the work they are doing at present. The development of a proper *esprit de corps* founded on the spirit of service will depend upon the constitution of a Students Service Corps on a compulsory basis.

THAKUR CHHEDILAL.

V. S. JHA.

L. J. KOKARDEKAR.

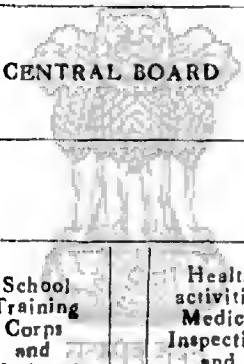


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APPENDIX

A brief note on the steps to be taken to bring the scheme into force with effect from 1st April 1938.

FUNCTIONS AND ACTIVITIES OF THE
UPLIFT BOARD

Play-ground and Marks Movements.			Training of Physical Instructors and Organizers.
Propaganda.			Tournaments.
Physical Training for school-going and non-school-going population.			
	School Training Corps and National Guards.	Health activities, Medical Inspection and Health Camps.	Service Activities, Scouting, etc.

FIRST STAGE (ONE YEAR)

1. To constitute Central Physical Uplift Board for five years with effect from the 1st April 1938.
2. To appoint a Director (an expert) of Physical Education or a chief organizer with a small office staff, with effect from the 1st April 1938.
3. To prepare and publish rules relating to the organization of the Department of Physical Education.
4. To prepare rules for compulsory Physical Training for boys of all classes.
5. To improve the present syllabus.
6. To prepare details and start the working of—
 - (a) Schools Training Corps—For students of higher classes.
 - (b) To organize Civic Guards Unit.
7. To organise compulsory Physical Training in Schools and Colleges (on the lines mentioned in the following note).
8. To organise School Medical Service.
9. To conduct a Refresher Class for Physical Training Instructions of the Secondary Schools.
10. To appoint three or four Physical Instructors for Refresher Courses.
11. To appoint one or two Assistant Organizers (as soon as it is found necessary).

1. Compulsory Physical Training will mean that every student on the roll of a recognized School or a College will have such number of periods in a week as will be prescribed by the Central Uplift Board from time to time.

Syllabus of physical training will include instructions in—

- (1) Gymnastics with and without apparatus.
- (2) Athletics.
- (3) Games.
- (4) Scouting.
- (5) Drills and Parades.
- (6) Curative and Health Activities.

2. We recommend that every student in primary and secondary schools should have daily one hour physical activities.

Every college student should have three periods of physical training in a week.

3. Every secondary school and college student should attend—

- (a) Fifty periods of U. T. C. or S. T. C. Parades, in one academic year.
- (b) Every student of the secondary school and college shall attend such number of Health Camps during his academic career as may be fixed by the board.

4. The camps will be organized by the school authorities at suitable places preferably near some village. Duration of the camps should not be less than eight nights.

FINANCIAL IMPLICATION OF THE FIRST YEAR

		Grade		
		Rs.	Rs.	Rs.
(1) Director	...	400—25—800	420 × 12	4,800
(2) Two Assistant Organizers.		150—10—250	300 × 12	3,600
(3) One clerk	...	75—5—125	75 × 12	900
(4) Two clerks	...	40—2—9	80 × 12	960
(5) Three menials	...	12—1—15	36 × 12	432
(6) Contingencies	...	Rs. 50 per month	50 × 12	600
(7) Travelling allowance for the Director.	...	...	...	1,000
Travelling allowance for Organizers.	...	...	...	1,000
(8) Propaganda, printing and publication.		...	...	1,000
(9) Four instructors for training classes.		...	50 × 4 × 12	2,400
(10) Four instructors for Government colleges.		...	60 × 4 × 12	2,880
(11) School Training Corps (for dress for those who need) Civic Guide for uniform, etc.)		—	...	5,000
(12) Tournaments	...	...	...	1,000
(13) Health camps (for schools)	...	...	...	2,000
(14) Refreshers class	...	...	...	3,000
(15) Unforeseen expendi	...	...	...	...
			Total	30,572

NOTES —(1) It is presumed that each school has one full time physical training instructor.

(2) Private schools and colleges will also make provision of one full time physical training instructor.

(3) Government will continue spending the present amount on medical inspection

NOTE

On the introduction of the scheme the following departmental circulars will be issued :—

- (a) Departmental circulars to Deputy Commissioners, Extra-Assistant Commissioners and other Executive Officers informing them that it is the duty of those officers to organize District Committees of the Board to carry out its activities in the district.
- (b) Departmental circular from all heads of departments asking all subordinate officers to co-operate in the District Committee activities by making it possible for all subordinates to join the Civic Guards and Service Activities.
- (c) (i) Departmental circulars from the Hon'ble Minister for Local Self-Government asking Municipal Committees, District Councils to co-operate with the District Committees and contribute whatever they can towards the recurring cost of the District Committees.
- (ii) Departmental circular informing that the Physical Training work of the District Council and the Municipality shall be under the technical supervision of the Central Uplift Board.
- (d) Circular from Education Department to all administrative officers, heads of institutions and local bodies to co-operate with the District Boards.
- (e) A Departmental circular informing that all the Physical Instructors in the Government Schools and Colleges and the supervision of all health activities shall be under the control of this New Department.

SECOND STAGE (NEXT YEAR)

1. To organize Physical Training for Primary Schools through the Municipalities and District Council and open Akhadas in villages in the Primary Schools and Vidya Mandirs.

2. To organize District Committee of the Uplift Board.

3. To appoint District Organizers.

4. To organize Rural Units of Civic Guards.

5. To organize Health Service Activities in villages.

For carrying out the plan of the Central Provinces

For carrying out the plan of the Central Committee, Municipal and District Committees will be organized. The functions of these Committees will be—

1. To carry out the instructions of the Central Physical Board and its Chief Organizers.

2. To maintain the required number of Gymnasiums and play-grounds and children parks.

3. To help the school Committee to carry out the compulsory Physical Training programme.

4. To arrange for Medical Inspection and make arrangements for treatment and nutrition for those who need and cannot afford.

5. To organize a Unit of Civic Guards.

6. To raise funds for the activities of the District and Municipal Unit of the Centre Board of Physical Uplift.

Personnel of the Municipal Unit shall be—

1. President of the Municipal Committee.

2. Person nominated by the Local Government.

3. Civil Surgeon of the District.

4. Health Officer.

5 and 6. Nominated by Municipal Committee.

7. Nominated to represent by the Sporting Clubs and Gymnasiums.

District Council.

1. Chairman of the District Council—(Chairman).

2. Deputy Commissioner.

3. Civil Surgeon.

4. Nominated by Local Government.

5 and 6. Nominated by District Council.

7. Nominated to represent by Clubs and Gymnastic Institutions in District.

FINANCIAL IMPLICATION FOR THE SECOND STAGE

1. Four instructors will continue to conduct classes.	$50 \times 4 \times 12 = 2,400$
2. Eighteen District Organizers Grade—Rs. 75—5—100—Rs. 25 fixed allowance.	$100 \times 18 \times 12 = 21,600$
Total	24,000

Local Government may give some grants for the organization of the National Guards.

Rs. 500, each district committee	} 16,000
Rs. 300, each municipal committee	
Total	40,000

Owing the increments in the salaries of the permanent officers of the Board there will be an annual increase of about Rs. 1,000 in the expenditure in successive years.